Sudan University of Science and Technology

College of Graduate Studies

Problems Encountered by University Students In Using Relative Clauses

المشكلات التي تواجه طلاب الجامعة في استخدام الجمل الموصولة

A case Study at Sudan University of Science andTechnology- Fourth Level

دراسة حالة بجامعة السودان للعلوم والتكنلوجيا المستوى الرابع

A thesis submitted to the graduate college in partial fulfillment of the requirement for the degree of M.A in English Language

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بسم الله الرحمن الرحيم

الاية

قال تعالى:

((وَقُلْ رَبِّ زِدْنِي عِلْمًا))

صدق الله العظيم

سورة طه الاية (114)

Dedication

I dedicate this work to:

My parents

My aunts

My sisters

Acknowledgements

First, I'm grateful to Sudan University of Science and Technology for giving me this precious opportunity to complete my M.A. study. My thanks specially go to my supervisor Dr. Mohammed Eltayb, for his patience and encouragement during the study. My thanks are extended to the staff in charge of teaching the M.A. courses. Thanks are due to my friends and colleagues and all who gave me their hands to accomplish this study. Above all, unlimited thanks are delivered to my parents who are the root of my success. They gave me full encouragement and support until reaching this great stage.

Abstract

The topic of this study is the problems are encountered by tertiary students in using relative clauses. The aims of the study are to direct the language students to master the utilization of the relative clauses. Show the learners how to utilize the relative pronouns correctly and shows how they use commas in relative clauses. In addition, it intends to guide the students to the best means which can lead them to overcome relative clauses errors. The researcher has followed the quantitative analytical method to conduct the study. Only one tool is used for data collection: students' test (St); they are fifty students from the fourth level. The results achieved in this study show that the students face problems in using relative pronouns; students do not know how to use commas within relative clauses; students are not aware of reducing relative clauses. The researcher recommends that students should extend their knowledge in grammar field; and they shouldn't just restrict their study on academic curricula; they should read books which contain relative clauses.

مستخلص الدراسة

موضوع هذه الدراسة هو المشكلات التي تواجه الطلاب في استخدام جمل الموصول. وتهدف هذه الدراسة إلى: إرشاد طلاب اللغة الإنجليزية لإتقان استخدام جمل الموصول. وبيان كيفية استخدام الضمائر الموصولة استخداماً صحيحاً وتوجيه الطلاب لاستخدام طرق افضل للتخلص من اخطاء جمل الموصول.واتبعت الباحثة الاسلوب الوصفي التحليلي للحصول على النتائج المرجوة. إذ استخدمت الباحثة اداة واحدة لجمع البيانات وهي الاختبار, لعدد من الطلاب, وعددهم خمسون من المستوى الرابع. وقد توصل البحث الى عدد من النتائج من اهمها: بعض الطلاب يواجهون مشكلات في استخدام الضمائر الموصولة. بعض الطلاب لا يعرفون كيفية استخدام الفاصلة في الجمل الموصولة استخداماً صحيحاً. بعض الطلاب غير قادرين على تقليص جمل الموصول. وتوصي الباحثة بالأتي: ينبغي للطلاب توسيع معارفهم في مجال قواعد اللغة. ويجب أن لا يحصروا دراستهم في المناهج الدراسية فقط وينبغي قراءة الكتب التي تحتوي على جمل الموصول.

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CHAPTER ONE
INTRODUCTION

Chapter One

Introduction

1.0 Overview

Language plays a great role in the community all over the world as a means of communication among people who speak it. Some of them are the learners of the language; so they are in need to learn this language, a language needs to be practiced by many ways such as using the four skills of the language. In order to learn a certain aspect of English language, we must have a background and knowledge about the language itself, therefore, it is vitally important for foreign learners of English language to master it, to know the grammatical functions of the language and how they are formed. One of the grammatical aspects that students encounter problems in is relativization, which is going to be discussed and investigated in this study.

Relative clauses have always been an important issue to the EFL/ESL educators because of their complex syntactic structure and therefore being a learning problem to the language learner (Selinker, 2001). Focusing on the learning problems of learners and mistakes, the teaching and learning process of relative clauses can be understood better.

Students who learn English language as a foreign language encounter problems in using relative clauses. The problems refer to the misunderstanding of using relative clauses. Many students use a relative pronoun instead of another relative pronoun; thus they commit errors. Also they make mistakes in relative word order; they do not use them in the right form because they rarely communicate in English.

1.1 Statement of the Research Problem

Many students do not use the relative pronouns correctly in the proper place within sentences. So sentences might not be well formed. Also students must be aware of putting commas in some relative clauses, because if they ignore to put them in the right place they may change the meaning of the sentences. That means students ignore to communicate in this area thus fall in errors.

The researcher will investigate the problems that students encounter in using relative clauses. The researcher will test the ability of the students in using relative pronouns within the clauses. Then the problems will be determined exactly then the researcher will find out solutions regarding the problems.

1.2 Objectives of the Study

The study aims to:

1. Direct the language students to master the utilization of the relative clauses.
2. Show the learners how to utilize the relative pronouns correctly.
3. Show the students how to use commas in relative clauses.
4. Help the students to avoid errors in reducing relative clauses.
5. Guide the students to best means which can lead them to overcome relative clauses errors.

1.3 Questions of the Study

This study is set out to answer the following questions:

1. To what extent do students utilize the relative pronouns in the proper position?
2. To what extent do students know the functions of the relative clauses?
3. To what extent do students misuse commas in relative clauses?
4. To what extent are students able to reduce relative clauses?

1.4 Hypotheses of the Study

The researcher seeks to test the following hypotheses:

1. English language students do not know the real utilization of relative pronouns within the proper place.
2. Many students do not know the functions of the relative clauses.
3. Students misuse commas in relative clauses.
4. Students find difficulty in reducing relative clauses.

1.5 Significance of the study

The significance of this study comes from the findings achieved in this study. The study will measure the level of the students by testing their ability regarding the usage of relative clauses. The researcher will investigate the problems are encountered by students in using relative clauses then will determine problems. The researcher is seeking to provide better means for students to overcome the difficulties in using relative clauses**.**

1.6 Methodology of the Study

The researcher will devote the third chapter to the description of the methodology and will follow quantitative analytic method to obtain the result.

In this study the researcher will use a test for students to gather data. The test will be based on the problems that encounter students in using relative clauses.

1.7 Limits of the Study

- The study will not cover all University levels, because of time limit and other factors.
- The study will be conducted at Sudan University of Science and Technology, undergraduate students majoring in English.
- The findings of this research are devoted to test students' ability in using relative clauses.
- The study will be conducted during the academic year 2015.

CHAPTER TWO
LITERATURE REVIEW
AND
PREVIOUS STUDIES

Chapter two

Literature review

2.0 Introduction

We use language to express our thoughts, plans, and most of the times are not simple. As a result, language that are used to convey those is also not simple. Very often, while communicating we want to express ourselves as clear as possible so we determinate what we are actually talking about. There are words, phrases and clauses. The progression suggests that clauses are pumped up phrases. The study is going to be focused on English relative clauses, which include relative pronouns and their forms, types and functions.

2.1 Definition of Clause

Burt (1971:67) states that a clause is a group of words with its own subject and verb. There are two types of clauses; independent clause (main clause) and independent clauses (subordinate clauses and relative clause). An independent clause is a complete sentence; it can stand alone, whereas a dependent (subordinate) clause is part of a sentence; it cannot stand alone.

Indeed, clauses tend to be wider than phrases. Like phrases, clauses enrich your written and oral expression by adding details and making the meaning more exact. Clauses also allow you to combine ideas to show their relationship. This adds logic and cohesion, which are good devices when you are trying to communicate.

Murphy (2000:168) states that a relative clause tells us which person or thing, or what kind of person or thing the speaker means. Relative clauses enable the speaker to be more specific and add additional information about the referent; in writing, they make writing more sophisticated.

Let us begin by considering the following three sentences with relative clauses and some structures related to them. In each case, a single relative clause is embedded in the main sentence. For clarity, relative clauses are underlined in these examples. What remains is called "matrix" or "main" clause.

1. *The boy <u>who left</u> is cute.*
2. *The boy <u>whom you will see</u> is cute.*
3. *The boy <u>to whom you were speaking</u> is cute.*

We see that each embedded relative clauses has a WH-word followed by the rest of the relative clause. (in 1) the rest of the relative clause is left. (in 2) you will see, and (in 3) you were speaking.

2.2 How to Form Relative Clauses

Lingo (2001) imagine, a girl is taking to Tom. You want to know who she is and ask a friend whether he knows her. You could say:

A girl is talking to Tom. Do you know the girl?

That sound rather complicated, doesn't it? It would be easier with a relative clause: you put both pieces of information into one sentence. Start with the most important thing that you want to know who the girl is:

Do you know the girl?

As your friend cannot know which girl you are talking about, you need to put in the additional information – the girl is talking to Tom. "use the girl" only in the first of the sentence, in the second part replace it with the relative pronoun "wh"). So the final sentence is:

Do you know the girl who is talking to Tom?

2.3 Relative Pronouns

Relative pronouns comprise two series:

Wh-element (including indefinite relative pronouns): who, whom, whose, which, what, that, etc.

Adverbial pronouns: when, where, why, how.

According to Walker (1982:30) the noun that the pronoun replaces are called ANTECEDENT. All relative pronouns have antecedents.

Examples:

-The car that Ted bought is blue and white.

Car is an antecedent.

-The man who wanted the garage sold new tires.

Man is an antecedent.

-Andy likes cars which have four- wheel drive.

Car is antecedent.

According to Lingo (2001), relative pronoun refers back to a noun in the preceding clause.

Table 2.1 Use of Relative Pronouns

Relative pronoun	Use	Example
Who	Subject or object pronoun for people	I told you about the woman who lives next door
Which	Subject or object pronoun for animals and things	Do you know the cat which is lying on the roof?
Which	Referring to a whole sentence	He couldn't read which surprised me.
Whose	Possession for people, animals or things	Do you know the boy whose mother is a nurse.
Whom	Object pronoun for people, especially in non defining relative clause, in defining relative clause we colloquially	I was invited by the professor whom I met at the conference.
That	Subject or object for people, animals and things in defining relative clauses	I don't like table that stands in the kitchen.

2.4 Relative Adverbs

A relative adverb can be used instead of a relative pronoun plus preposition. This often makes the sentence easier to understand.

This is the shop in which I bought my bike.

This is the shop where I bought my bike. (ibid)

Table 2.2 Use of Relative Adverb

Relative adverb	Meaning	Use	Example
When	In/ on which	Refers to a time expression	The day when we met him.
Where	In/ at which	Refers to a place	The place where we met him.
Why	For which	Refers to a reason	The reason why we met him.

(ibid)

2.5 Types of Relative Clauses

Thomas (1986: 18) states that relative clauses are mainly divided into two types:

2.5.1 Defining Relative Clauses

Defining relative clauses, also called identifying relative clauses, give detailed information defining a general term or expression. Defining relative clauses are not put in commas.

Imagine, Tom is in a room with five girls. One girl is talking to Tom and you ask somebody whether he knows this girl. Here the relative clause defines which of the five girls you mean.

Do you know the girl who is talking to Tom?

Defining relative clauses are often used in definition:

A seaman is someone who works on ship

Object+ pronoun in defining relative clause can be dropped. Sentences with a relative clause without relative pronoun are called contact clauses.

The boy (who/whom) we met yesterday is very nice

Defining relative clauses usually follow **the** + noun, but they can also be used with **a/an** + noun, plural nouns without the and the pronouns all, none, **anybody/somebody** etc. and those.

Clauses following a/an + noun, plural nouns without **the** and **somebody/someone/something/**sometimes define their noun/pronoun only indirectly. The noun/pronoun in this case is usually the object of a verb or preposition:

I met someone who said he knew you.

The book is about a girl who falls in love with…

Sometimes these clauses are separated from their noun/pronoun by a word or phrase:

There's a man here who wants…

I saw something in the paper which would interest you.

But normally relative clauses should be placed directly after their noun or pronoun:

The noise that he made woke everybody up.

She was annoyed by something that I had said. (ibid)

2.5.2Defining Relative Clauses: for Persons

a.Subject: who or that

- **Who** is normally used:

The man who robbed you has been arrested.

The girls who serve in the shop are the owner's daughters.

Only those who had booked in advanced were allowed in

Would anyone who saw the accident please get in touch with the police

But **that** is possible alternative after **all/everyone/everybody, no one/nobody and those:**

Everyone who/that knew him liked him.

Nobody who/that watched the match will ever forget it.

b. Object of a verb: whom or **who** or **that**

The object form is **whom**, but this is consider very formal. In spoken English we normally use **who** or **that** (that being more usual than **who**), and it is still more common to omit the object pronoun altogether:

The man whom I saw told me to come today or

The man who I saw…or the man that I saw…or

The man I saw…(relative pronoun omitted)

The girls whom he employs are always complaining about their pay or

The girls who he employs…or the girls that he employs…or

The girls he employs.(ibid)

c. With a preposition: whom or that

In formal English the preposition is placed before the relative pronoun. Which must then be put into the form **whom:**

The man to whom I spoke.

In informal speech, however, it is more usual to move the preposition to the end of the clause. **Whom** then is often replaced by **that**, but it is still more common to omit the relative altogether:

Similarly:

The man who/whom I spoke to or

The man that I spoke to or the man I spoke to

The man from whom I bought it told me to oil it or

The man who/that I bought it from or

The man I bought it from…

The friend with whom I was travelling spoke French or

The friend who/that I was travelling with or

The friend I was travelling with. (ibid)

d. Possessive

Whose is the only possible form:

People whose rents have been raised can appeal

The film is about a spy whose wife betrays him. (ibid)

2.5.3 Defining Relative Clauses: for Things

a. Subject

Either **which** or **that**. **Which** is the more formal:

This is the picture which/that cause such a sensation.

The stairs which/that lead to the cellar are rather slippery.

b. Object of a verb

-Which or that, or not relative at all:

The car which/that I hired broke down or the car I hired…

Which is hardly ever used after **all, everything, little, much, none, no** and compounds of no, or after superlatives. Instead we use that, or omit the relative altogether, if it is the object of a verb:

All the apples that falls are eaten by the pigs.

This is the best hotel that I know. (ibid)

c. Object of a preposition

The formal construction is preposition + **which**, but it is more usual to move the preposition to the end of the clause, using which or that or omitting the relative altogether:

The leader on which I was standing began to slip or

The leader which/that I was standing on began to slip or

The leader I was standing on began to slip. (ibid)

d. Possessive

-Whose + a clause is possible but with + a phrase is more usual:

A house whose walls were of glass = a house with a glass walls

e. Relative adverbs: when, where, why

-**When** can replace **in/on** which (used of time):

The year when (= in which) he was born

The day when (on which) they arrived

-**Where** can replace **in/at** which (used of place):

The hotel where (in/at which) they were staying

-**Why** can replace **for which**: the reason why he refused is…

-**When, where** and **why** used in this way are called relative adverbs.

Cleft sentences**: it** + **be** + noun/pronoun + defining relative clauses

It was Tom who helped us. (not Bill or Jack)

It was Ann that I saw (not Marry)

When the object is a proper noun, as above, that is more usual than who. With all other objects**, that** is the correct form:

It's the manager that we want to see.

It was wine that we ordered. (not beer)

That is usual for non-personal subjects:

It's speed that causes accidents, not bad roads. (ibid)

2.6 Relative Clauses Replaced by an Infinitive or Participles

a. Infinitive can be used: Roderick (1995:84)

1. After **the first/second**; and after **the last/only** and sometimes

After superlative:

The last man to leave the ship=

The last man who left/leaves the ship.

The only one to understand=

The only one who understood/understands

Notice that the infinitive here replaces a subject pronoun + verb. It it couldn't be used to replace an object pronoun + verb. For example the clause in the first man that we saw could not be replaced by infinitive. For the first man to see would have a completely different meaning. If however, that is a subject of a passive verb, e.g. the first man that was seen, we can replace the clause by a passive infinitive: the first man to be seen. (ibid)

When there is an idea of purpose of permission:

He has a lot of books to read. (books that he can/must read)

She had something to do. (something that she could do/had to do)

They need a garden to play in. (a garden they can play in)

Note that here the infinitive replaces a verb + relative pronoun as object. It might be thought that these two uses of the infinitive would lead to confusion but in practice this is very rare as the meaning of the infinitive is made clear by the rest of the sentence.

By itself the phrase first man to see could mean either the first man that we must see (man is the object) or the first man who saw (man is the subject), but when it is a part of a sentence we can see at once with mean is intended:

The first man to see is Tom=

The first man that we must see is Tom, while

The first man to see me was Tom=

The first man who saw me was Tom(ibid)

b. Present participles can be used:

1-When the verb in the clause is in the continuous tense:

People who are/were waiting for the bus often shelter/sheltered in my doorway=People waiting for the bus often shelter/sheltered…

2-When the verb in the clause expresses a habitual or continuous action:

Passengers who travel/travelled on this bus buy/bought their tickets in books= passengers travelling…

Boys who attend/attended this school have/had to wear uniform= boys attending…

A law which forbids/forbad the import= a low forbidden the import

A notice which warns/warned people= a notice warning people

An advertisement which urges/urged= an advertisement urging

Similarly:

A petition asking a letter ordering/demanding telling

A placard protesting placards protesting (ibid)

3- When a verb in the clause expresses a wish,i.e when the verb in the clause is wish, desire, want hope (but not like):

People who wish/wished to go on the tour=People wishing to go on the tour

Fans who hope/hoped for a glimpse of the star=Fans hoping for a glimpse of the star (ibid)

2.7 Non-defining Relative Clauses

According to Thomas (1986:85) non-defining relative clauses are placed after nouns which are definite already. They do not there for define the noun, but merely add something to it by giving more information about it. Unlike defining relative clauses, they are not essential in the sentence and can be omitted without causing confusion. Also unlike defining relatives, they are separated from their noun by commas. The pronoun can never be omitted in a noun defining-relative clause. The construction is fairly formal and more common in written than spoken language.

2.7. 1 Non- defining relative clauses: persons

a. Subject:who

No, other pronoun is possible. Note the commas:

My neighbor, who is very pessimistic, says there will be no apples this year.

Peter, who had been driving all day, suggested stopping at the next town.

Clauses such as these, which come immediately after the subject of the main verb, are found mainly in written English. In spoken English we would be more likely to say:

My neighbor is very pessimistic and says…

Peter had been driving all day, so/and he suggested…

But clauses placed later in the sentence, i.e. clauses coming after the object of the main verb. Are quite common in conversation:

I've invited Anne, who lives in the next flat.

Clauses following a preposition + noun are also common:

I passed the letter to Peter, who was sitting beside me.(ibid)

b. Object: whom, who

The pronoun cannot be omitted. Whom is the correct form, though who is sometimes used in conversation.

Peter, who everyone suspected, turned out to be innocent.

As noted above, a non-defining clause in the position is unusual in spoken English. We would be more likely to say:

Everyone suspected Peter, but he turned out to be innocent.

But non-defining clauses come later in the sentence, i.e. after the object of the main verb or after a preposition + noun, are common in conversation:

She wanted Tom, whom she liked, as a partner; but she got Jack, whom she didn't like.

She introduced me to her husband, whom I hadn't met before. (ibid p.86)

c. Object of a preposition: whom

The pronoun can be omitted; the preposition is usually placed before:-

Whom

Mr. Jones, for whom I was working, was very generous about overtime payments.

It is however possible to move the preposition to the end of the clause. This is commonly done in conversation, and who then usually takes the place of who.

-Who

Mr. Jones, who I was working for…

If the clause contains an expression of time or place, this will remain at the end:

Peter, with whom I played tennis on Sunday, was fitter than me could become

Peter, who/whom I played tennis with on Sunday, was fitter than me. (ibid)

d. Possessive:whose

Anne, whose children ate at school all day, is trying to get a job.This is George, whose class you will be taking.

In conversation we would probably say:

Ann's children are at school all day, so she…

This is George, you will be taking his class. (ibid)

2.7.2 Non-defining Relative Clauses: things:

a. Subject: which

That is not used here:

That block, which cost 5 million to build, has been empty for years.

The 8.15 trains, which is usually very punctual, was late today.

In speech we would be more likely to say:

That block cost 5 million to build and has been empty for years.

The 8.15 trains is usually punctual; but it was late today. (ibid p.87)

b. Object: which

That is not used here, and which can never be omitted:

She gave me this jumper, which she had knitted it herself or

She gave me this jumper; she had knitted it herself.

These books, which you can get at any bookshop, will give you all the information you need or

These books will give you all the information you need. You can get them at any bookshop. (ibid)

. Object of a preposition

The preposition comes before which, or (more informally) at the end of the clause:

Ashdown forest, through which we'll be driving, isn't a forest any longer or

Ashdown forest, which we'll be driving through, isn't a forest any longer.

His house, for which he paid $10,000, is now worth $50,000 or

His house, which he paid $10,000 for, is now worth $50,000. (ibid)

d. Which with phrasal verbs

Combination such as look after, look forward to, put up with, should be treated as a unit, i.e. the preposition/adverb should not be separated from the verb:

This machine, which I have looked after for twenty years, is still working perfectly.

Your inefficiency, which we have put up with far too long, is beginning to annoy your customers. (ibid.88)

e. Possessive: whose or of which

Whose is generally used both for animals and things. Of which is possible for things, but is unusual except in very formal English.

His house, whose windows were all broken, was a depression sight.

The car, whose handbrake wasn't very reliable, began to slide backwards. (ibid)

2.8 Noun Classes:

According to Azar (1999:240), the principal problem learners have with noun clauses incorrect word order. Students may use question word order in noun clause introduced by a question word:

Incorrect: I wanted to know why did Anne leave early.

Correct: I wanted to know why Anne left early.

2.8.1 Noun Clause and Information Questions

- Structure identification

1. I don't understand why Anne left. Noun clause
2. Why did Ann leave? Question
3. I don't know where your book is. Noun phrase
4. Where is your book? Question
5. When did Bob come? Question
6. I don't know when Bob come. Noun phrase

7. What "clam" mean? Question
8. Ali knows what "calm" means. Noun phrase
9. I don't know how long the earth has existed. Noun phrase
10. How long has the earth existed? Question (ibid p.241)

2.9 The importance of Commas in Relative Clauses

2.9.1 Punctuated Relative Clauses Correctly

Mario (2000:77) states that punctuated relative clauses can be tricky, for each sentence, you will have to decide if the relative clause is essential or nonessential and then use commas accordingly.

Use a comma in relative clauses before who and which if the information is not essential for the understanding of the sentence.

Example: her brother, who lives in Chicago, come to see her. (ibid)

A defining relative clause is written without commas. See how the meaning changes when commas are inserted.

a) The travelers who knew about the floods took another road.
b) The travelers, who knew about the floods, took another road.

In (b) we have a non-defining clause, which doesn't define or limit the noun it follows. This sentence therefore implies that all the travelers knew about the floods and took the other road.

c) The boys who wanted to play football were disappointed when it rained.
d) The boys, who wanted to play football, were disappointed when it rained.

Sentence (c) implies that only some of the boys wanted to play football. There were presumably others who didn't mind whether it rained or not. Sentence (d)implies that all the boys wanted to play and all were disappointed.

2.10 Functions of Relative Clauses

Leech (1994:33) states that the main function of relative clause is to modify a noun phrase. The relative clauses can perform various functions in a complex sentence.

1. Relative clauses as subject

Relative clause can perform the function of the subject in a complex sentence.

Examples:

- *That they will win is known for sure.*
- *That she is beautiful doesn't mean so much to me.*
- *Who proves too much proves nothing.*
- *What I want to know is the truth.*

If we analyze the sentence above (a) and (b) we can notice that the entire relative clause in italic we can replace with the pronoun it. (ibid)

It is known for sure.

As we can notice the pronoun it (which we use to replace the relative clause) precedes the predicates and it answer to question why? Those are the characteristics of the subject. Here below we will use yet another example in order clarify the function of subject of the relative clause.

That the firm is interesting is obvious. (what is obvious?)

2. Relative clauses as direct object

Relative clause used in the function of an object in complex sentences usually have subjects that are human beings. They introduce mainly reported speech, such as:

He said that he was proud with his company.

He mentioned that economic problems are destroying his otherwise successful company.

They emphasized that homework has to be done by tomorrow.

3. Relative clauses as subject complement

Relative clauses can perform the function of subject complement without a complex sentence.

It seems that she is nervous.

What annoyed me was that she didn't pay the attention.

That is where I want to go.

April is when lilacs bloom. (ibid)

2.11 Subject Pronoun or Object Pronoun

According to Lingo (2001)Subject and object pronoun cannot be distinguished by their forms- who, which, that are used for subject and object pronouns. You can however, distinguish them as follows:

If a relative pronoun is followed by a verb, the relative pronoun is a subject pronoun. Subject pronouns must always be used.

The apple which is lying on the table.

If the relative pronoun is not followed by a verb (but by a noun or pronoun), the relative pronoun is an object pronoun. Object pronouns can be dropped in defining relative clauses, which are then called contact clauses.

The apple (which) George lay on the table.

-When the relative pronoun is not the subject of the relative clause, it may be omitted entirely (especially in spoken language): I didn't see the movie (that) you were mentioning last night.

I fixed the car is very old.

2.12 Indefinite Relative Pronouns

According to Thomas (1986:90), the compound relative pronouns are relative pronouns + the suffix ever:

Whoever: personal

Whatever: non-personal and personal

Whichever: non-personal and personal

Whomever: is correct but most people say whoever.

Walker (1982:31) states that the antecedents of compound relative pronouns are not stated. The antecedents refer to a group of persons or things which are known to the listener or reader.

-Wh-element may express either specific meaning, where the- ever suffix is disallowed.

Look at the following statement:

Specific:

February is when the exams start in our University. (the exact month)

Nonspecific:

Whoever cheats in the exam will be asked to leave the class. (the person is not determined). (ibid)

a. Whoever (pronoun) and whichever (pronoun and adjectives) can mean 'the one who, 'he who, 'she who':

   Whoever gains the most point wins.

   Whichever of them gains the most points wins.

   Whichever team gains the most points wins.

   Whichever of us gets home first starts cooking.

   Whoever cleans your windows doesn't make a good job of it.

b. Whatever (pronoun and adjective), whenever, whatever:

   You can eat what/whatever you like. (anything you like)

When you are older you can watch whatever program you like.

My roof leaks when/whenever it rains. (every time it rains)

You will see this product advertised everywhere/wherever you go.

Go anywhere/wherever you like.

c. Whoever, whichever, whatever, whenever, wherever, however can mean 'no matter who' etc.:

If I say 'head' I win; tells you lose. I will whatever happens or whichever way the coins falls.

Whatever happens don't forget to write.

I'll find him, wherever he has gone. (no matter where he has gone).

Wherever you do is often placed before or often a request/command to emphasize its importance:

Whatever you do, don't mention my name.

However is an adverb of degree and is used with an adjective or another adverb:

I'd rather have a room of my own, however small (it is), that share a room.

However hard I worked, she was never satisfied.

d. Whatever, wherever, can indicate the speakers ignorance or indifference:

He lives in Wick, wherever that is. (I don't know where it is, and I'm not very interested).

He says he is a phrenologist, whatever that is. (I don't know what it is and I'm not very interested). (ibid)

2.13 Connective Relative Clauses

According to Thomas (1986:88), the pronouns that are used in connective relative clauses are who, whom, whose, which. Commas are used as with non-defining clauses. Connective clauses do not describe their nouns but continue the story. They are usually placed after the object of the main verb:

I told Peter, who said it wasn't his business.

Or after the preposition + noun:

I threw the ball to Tom, who threw it to Anne.

I told Peter, but he said it wasn't his business.

He drank beer, which made him fat=

He drank beer and made him fat. (ibid)

Which can also stands for a whole clause:

The clock struck thirteen, which made everyone laugh.

He refused to do his share of the chores, which annoyed the others. (his refusal annoyed them).

The rain rattled on the roof all night, which kept us awake.

What (relative pronoun) and which (connective relative)

What can mean: the thing that/the things that:

What we saw astonished us= the thing that we saw astonished us.

When she sees what you have done she will be furious.

-Which must refers to a word of group of words in the preceding sentence, while what doesn't refer back to anything.

The relative what is usually the object of a verb, while the connective which is usually the subject, as the following sentence:

He said he has no money, which was not true.

Some of the roads were flooded, which made our journey more difficult. (ibid)

2.14 The Position of Prepositions in Relative Clauses

According to Edufing (1996) states that there are often prepositions in relative clauses, and a relative pronoun is the object of the preposition. In everyday English, the preposition is normally placed at the end of the relative clause and the pronoun may be included or omitted. In formal English, the preposition is placed

before the relative pronoun, and in this case the pronoun cannot be omitted. In the example below, the pronouns in parentheses can be omitted.

Table 2.3 Difference between Everyday English and Formal English using Prepositions:

Everyday English	Formal English
Is that the man (who) she arrived with?	Is that the man with whom she arrived?
Does he know the girl (that) John is talking to?	Does he know the girl to whom John is talking?
The person (who) he is negotiating with is the chairman of a large company.	The person with whom he is negotiating is the chairman of a large company.
It is a club (which) many important people belong to.	It is a club to which many important belong.
The tree (that) they had their picnic under was the largest and oldest in the park.	The tree under which they had their picnic was the largest and oldest in the park.
He liked the people (that) he lived with.	He liked the people with whom he lived.

(ibid)

2.15 How to Shorten Relative Clause

According to Ling (2001) a relative clause in the active voice with only relative pronoun (who, which, that), some form of the verb to be and one or more prepositional phrases can be shortened simply by leaving out the relative pronoun and the verb:

A home page is a document which is on the world wide web=A home page is a document on the world wide web.

1. If the relative clause is immediately followed by a verb in the active voice, the- ing participial can usually be used:

   Those who work in this field…= those working in this field.

2. If the relative pronoun and verb to be is followed by an adjective ending in- able, we can simply drop the pronoun and verb:

   Those who are available for tests…=those available for test

3. The TO infinite can be used to shorten relative clauses expression obligation.

   Those who have work which they must do…=those who have work to do…

4. Relative clauses containing the verb have should be shortened using a with phrase:

   Subjects who have problems of this type…= subject with problems of this types…

5. Relative clauses containing can and will can sometimes be shortened using the to-infinite as follows:

   Information which will be used for these purposes must be checked carefully.

   = information to be used to for these purposes must be checked carefully.

   6. Sometimes a relative clause needs a preposition to make the meaning clear. In these cases the preposition should be placed before the relative pronoun which:

   The method by which this was done was modified as follows.

.2 Previous Studies

1. Merre Bakkal- 2010

This study which is entitled "the techniques of relative clauses to Turkish speakers". Relative clauses have always been an important issue to the EFL/ESL learners of their complex syntactic structure, and therefore being a learning problem to the language learner.

One of the problems the researcher encounter when analyzing the errors is being unable to decide the proper tense in relative clauses. Another problem is lack of gender in Turkish language. Use of which instead of whose in genitive construction has also been found problematic to Turkish learners. Deletion of the subject pronoun which results in ungrammatical sentence is an additional difficulty.

2. Theres Wikefiord- 2014

This researcher conducted a study entitled "relative pronouns, relative clauses".

One of the aims of this study is to explore Swedish learners' choice and usage of relative pronouns in English. One of the hypotheses that, students have problems in using relative pronouns, that zero construction rarely utilized. The results indicate that the constraint on relative pronouns choice in non-restrictive clause is difficult for many learners adher to in writing.

2.16 Summary of the Chapter

First, this chapter considers clause definition, and the way that relative clauses are formed. Second, it shows the relative pronouns and relative adverbs. Third, it gives detailed information about the types of relative clauses and their functions. Fourth, the position of prepositions in relative clauses. Fifth, how to shorten relative clauses. Finally, it gives a brief summary about the previous studies.

CHAPTER THREE
METHODOLOGY

Chapter three

Methodology of the Research

3.0 Introduction

This chapter is devoted to the description of the methodology used to investigate the problems that encounter students in using relative clauses. It focuses on the sample that is chosen, the research tool and the procedures of data collection.

3.1 Research Method

The researcher used the quantitative analytical method to conduct the study.

3.2 Population of the Study

The population of this study are some students who study at Sudan University of Science and Technology, fourth year. They have been selected randomly from the class.

This table is about students and their University; they are fifty students from one class.

Table 3.1 Sample of the Students

University	Level	Number of the Students
Sudan University of Science and Technology	Fourth Level	50 Students

3.3Sample of the Study

The sample of this study amounts to 50 students at the fourth level who were randomly chosen to test their ability in using relative clauses.

3.4 Tool of the Study

In this study only one tool was used for data collection. Which students' test (St). The test is designed for students who study at Sudan University of Science and Technology, College of languages, English Department, fourth year. The students' test (St) consists of four questions to gather the data necessary for the study. The test was about investigating the problems that encounter students in using relative clauses. The test contains four questions; each one contains six statements.

3.5 Validity and Reliability

When the researcher tended to design the test, he consulted the supervisor. The validity of the test is that the tool should measure the exact aim for which it had been designed.

To guarantee the validity of the test, the following steps were taken:

1. The test was reviewed by two teachers who are experts in teaching English.
2. Those teachers helped the researcher in editing some few words.
3. The test was checked by the supervisor for the final evaluation then it was given to a number of participants who face no problem in answering the questions.

To measure the validity, SPSSwas used:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculates the reliability coefficient of the scale used in the test by alpha equation and the results as follows:

Table 3.2 Reliability and Validity

Questionnaire	
reliability coefficient	Validity coefficient
0.647	0.80

3.6 Procedures

The researcher designed the test. Before she distributed it to the students, she informed them about the purpose in order to take their agreement and which time is suitable for them to do the test. She found no problem in helping her. Then she distributed copies to 50 students.

Their scores were processed statistically to reveal the results in terms of tables, and figures.

3.7 Summary of the Chapter

This chapter gives full description of the methods and techniques which the researcher used to conduct this study. It shows that this study is descriptive and analytical. Then it describes the population and the sample of the study. Also it considers the tool of the study. It explains the procedures which the researcher followed to test the validity and reliability of the tool and how she collected the data of the study and how she analyzed them.

CHAPTER FOUR
DATA ANALYSIS
AND
DISCUSSION OF THE RESULTS

Chapter Four

Data Analysis, Results and Discussion

4.1 Introduction

This chapter is devoted to data analysis, results and their discussion. Tables and figures are used to display the results.

4.2 Data Analysis

Below, the analysis and results of the study are shown.

Statistical analysis

Reliability and Validity:

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials.
Validity is defined as the extent to which the instrument measures what it purports to measure. and calculate in many ways represents the easiest being the square root of the reliability coefficient.

Statistical methods used:

To achieve the objectives of the study and to verify hypotheses, statistical methods were used the following:

1- charts.
2- frequency distribution of the answers.
3- percentages.
4- alpha equation, to calculate the reliability coefficient.

4.2.1 Results of Question(1):-

Fill in the gaps with the correct relative pronoun or relative adjective:

Statement (1) A castle is a place …….. a king or queen lives.

Table 4.1 Use of 'Where'

answer (where)	Frequency	Percentage
True	33	66%
False	17	34%
Total	50	100%

Figure 4.1 Use of 'Where

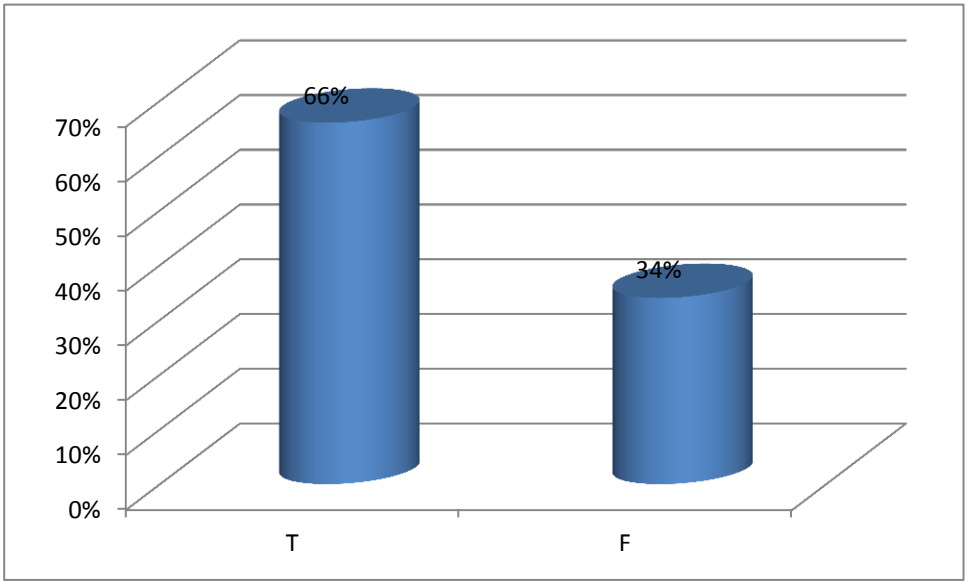

Table (1) and figure (1) show that the answer of most of the participants are (True) by (33) and with (66%) while the rest number is (false) by (17) and with (34%).

This means that the majority of students are aware of using **where**, whereas 33 ignore the use of it.

Statement (2) An actress is a woman…….. plays in films or theatre plays.

Table 4.2 Use of 'Who'

answer (who)	Frequency	Percentage
True	38	76%
False	12	24%
Total	50	100%

Figure 4.2 Use of 'Who'

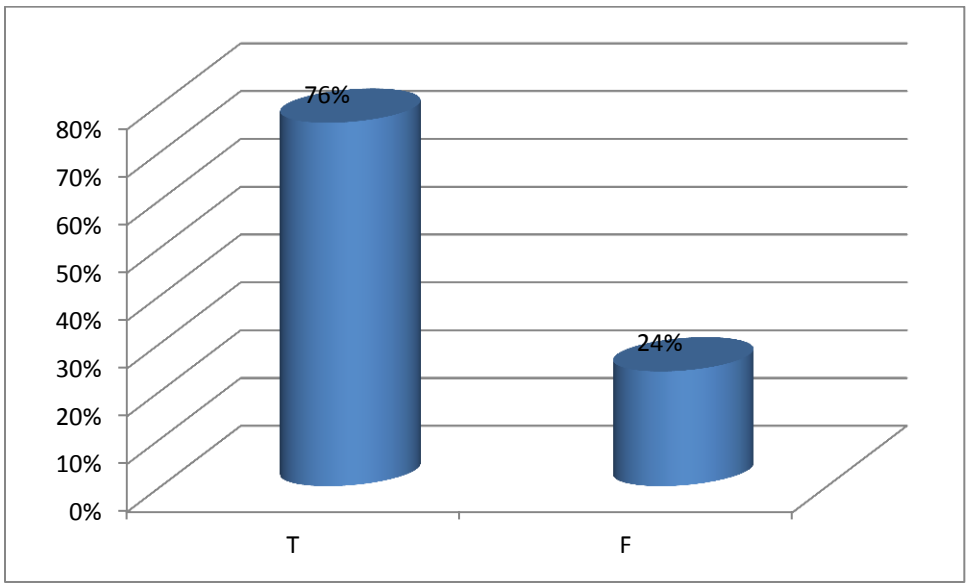

Table (2) and figure (2) show that the answer of most of the participants are (True) by (38) and with (76%) while the rest number is (false) by (12) and with (24%).

This means that the majority of students have no problem in using **who**, while few numbers (12) have problem in using it.

Statement (3) This is the girl……. Mother is from Canada.

Table 4.3 Use of 'Whose'

answer (whose)	Frequency	Percentage
True	13	26%
False	37	74%
Total	50	100%

Figure 4.3 Use of 'Whose'

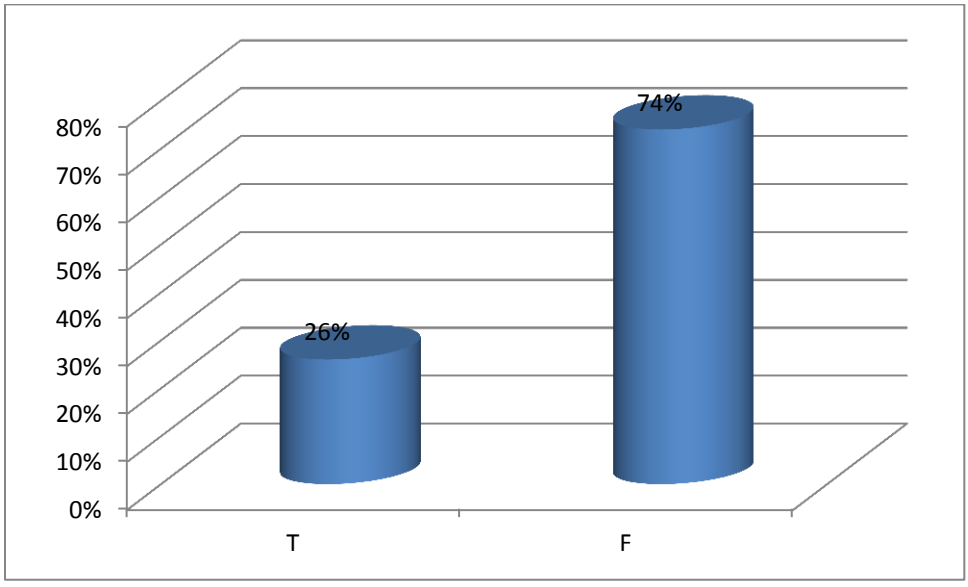

Table (3) and figure (3) desplay that the answer of most of the participants are (false) by (37) and with (74%) while the rest number is (True) by (13) and with (26%). This indicates that the majority of students have a problem in using **whose**, whereas few numbers (13) are able to use it.

Statement (4) this is time of the year …….. many pepole suffer from high fever.

Table 4.4 Use of 'When'

answer (when)	Frequency	Percentage
True	26	52%
False	24	48%
Total	50	100%

Figure 4.4 Use of 'When'

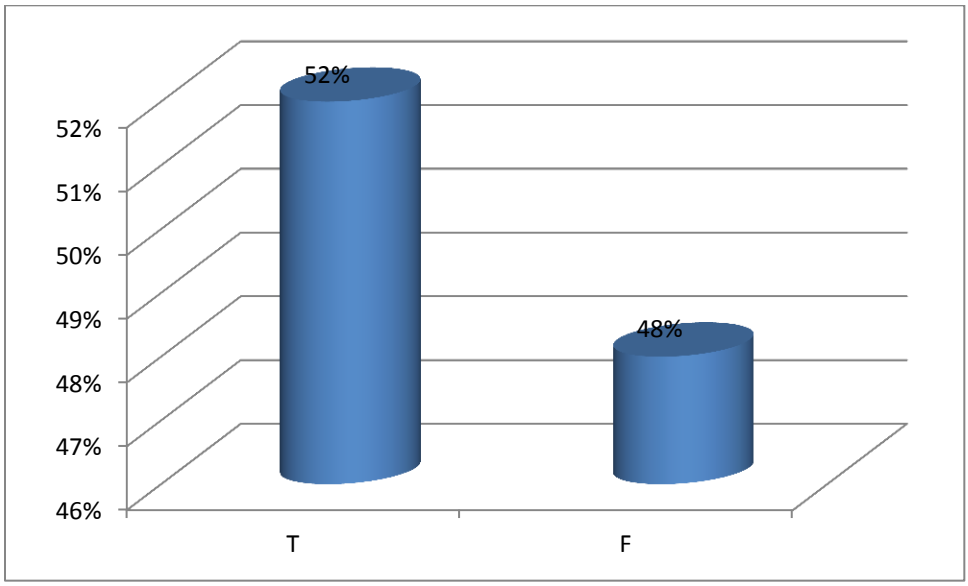

Table (4) and figure (4) desplay that the answer of most of the participants are (True) by (26) and with (52%) while the rest number is (false) by (24) and with (48%). Here 24 students ignore the use of **when**; it means that there is a problem in using it.

Statement (5) The flowers ……. Grow in the garden are beautiful.

Table 4.5 Use of 'Which'

answer (which)	Frequency	Percentage
True	30	60%
False	20	40%
Total	50	100%

Figure4.5 Use of 'Which'

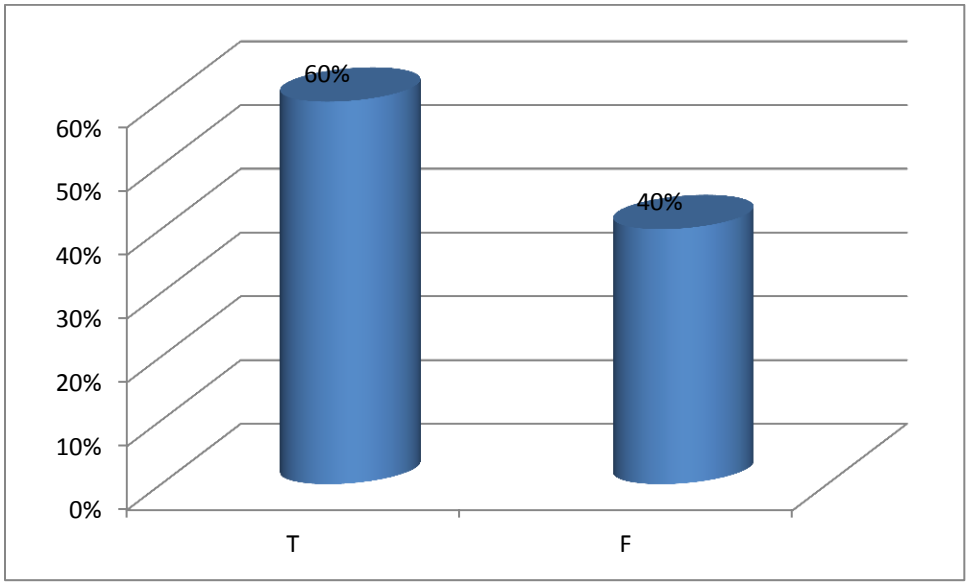

Table (5) and figure (5) indicate that the answer of most of the participants are (True) by (30) and with (60%) while the rest number is (false) by (20) and with (40%). This means that the majority of students are able to use **when**, while 20 have a problem in using it.

Statement (6) she is the girl ……. I punished in the class.

Table 4.6 Use of 'Whom'

answer (where)	Frequency	Percentage
True	31	62%
False	19	18%
Total	50	100%

Figure 4.6 Use of 'Whom'

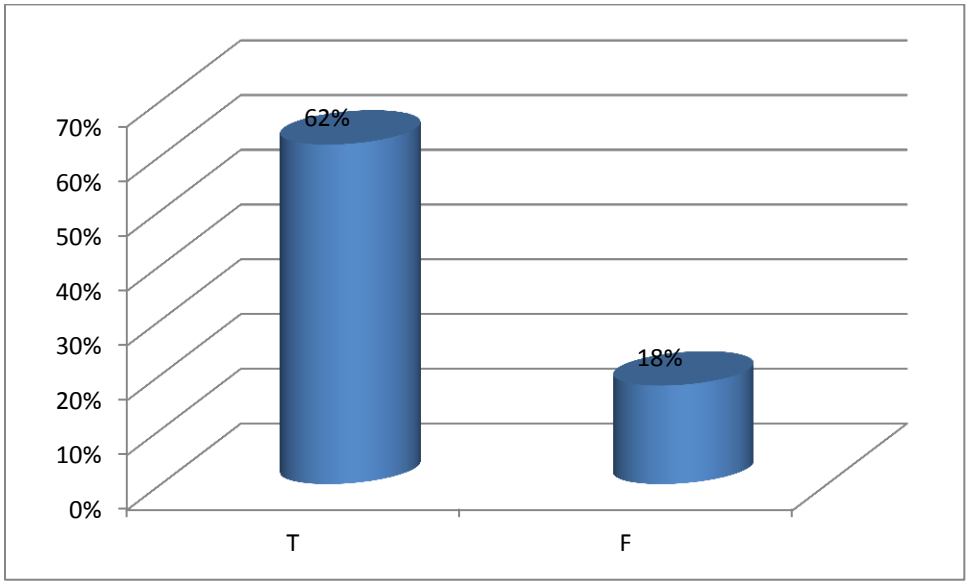

Table (6) and figure (6) show that the answer of most of the participants are (True) by (31) and with (62%) while the rest number is (false) by (19) and with (18%). Here the majority of students are able to use whom , whereas few numbers (19) have a problem in using it, it means that there is no a big problem in using whom.

4.2.2 Results of Question 2

Decide whether the relative pronoun is a subject pronoun or an object pronoun:

Statement (1) Do you know the girl who I danced with ?

Table 4.7 Object Pronoun (1)

answer	Frequency	Percentage
Subject pronoun	22	44%
Object pronoun	28	56%
Total	50	100%

Figure 4.7 Object Pronoun (1)

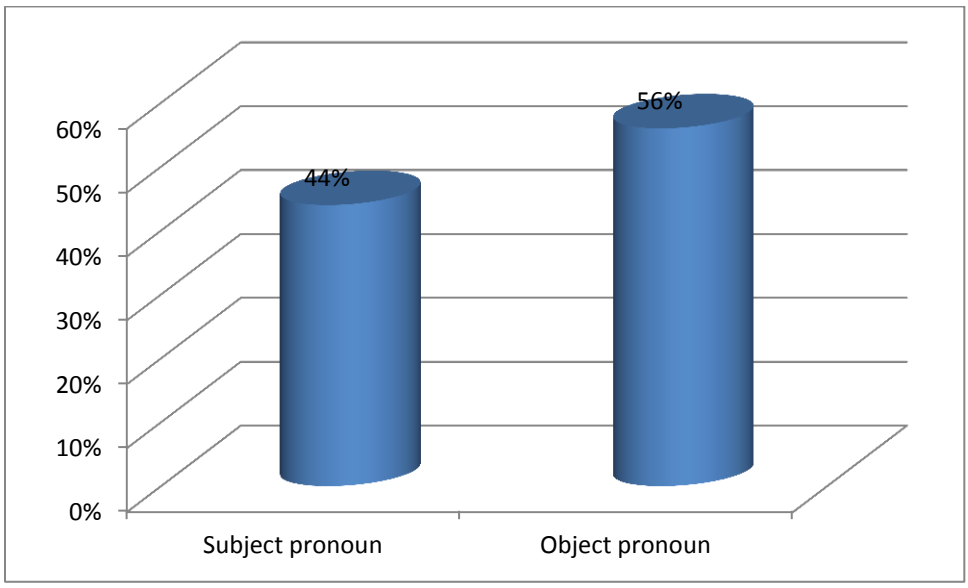

Table (7) and figure (7) show that the answer of most of the participants are (Object pronoun) which is true by (28) and with (56%) while the rest number is (Subject pronoun) which is false by (22) and with (44%). It is noticed that the majority of students answer object pronoun true whereas 22 are not able to answer correctly.

Statement (2) Do you know the girl who danced with me?

Table 4.8 Subject Pronoun (1)

answer	Frequency	Percentage
Subject pronoun	30	60%
Object	20	40%
Total	50	100%

Figure 4.8 Subject pronoun (1)

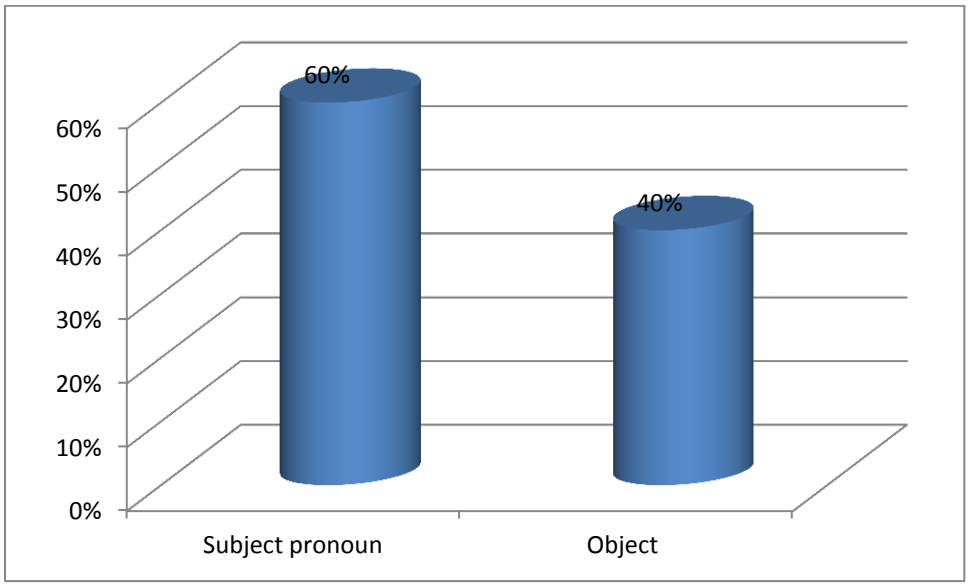

Table (8) and figure (8) show that the answer of most of the participants are (Subject pronoun) which is true by (30) and with (60%) while the rest number is (Object pronoun) which is false by (20) and with (40%). This means that the majority of students are aware of answer subject pronoun truly, whereas 20 students have a problem to answer it corectly.

Statement (3) The apples that are lying on the table are bad.

Table 4.9 Subject Pronoun (2)

answer	Frequency	Percentage
Subject	31	62%
Object	19	38%
Total	50	100%

Figure 4.9 Subject Pronoun (2)

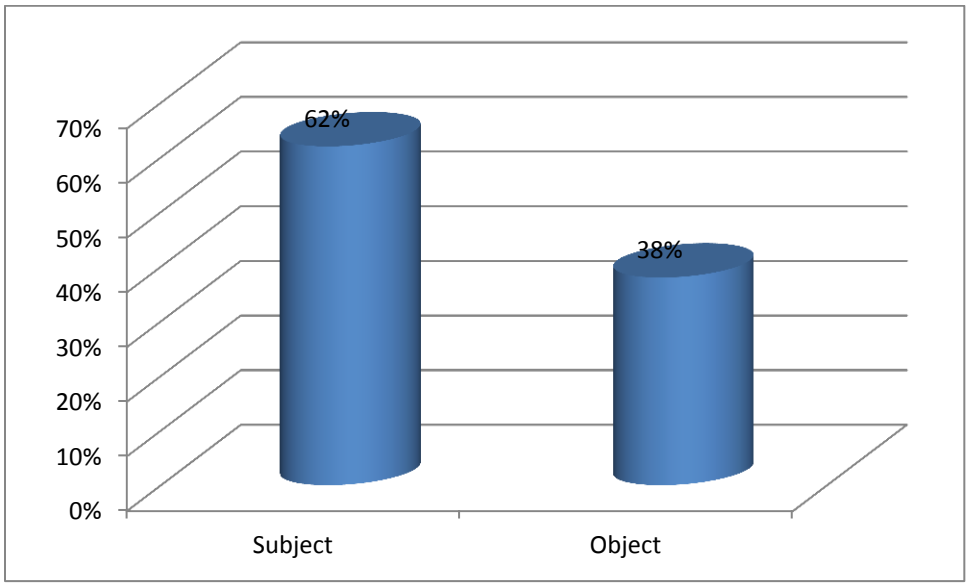

Table (9) and figure (9) indicate that the answer of most of the participants are (Subject pronoun) which is true by (31) and with (62%) while the rest number is (Object pronoun) which is false by (19) and with (38%). It means that here is not a big problem because the majority answer correctly.

Statement (4) The apples that we bought in the shop are bad.

Table 4.10 Object Pronoun (2)

answer	Frequency	Percentage
Subject	17	34%
Object	33	66%
Total	50	100%

Figure 4.10 Object Pronoun (2)

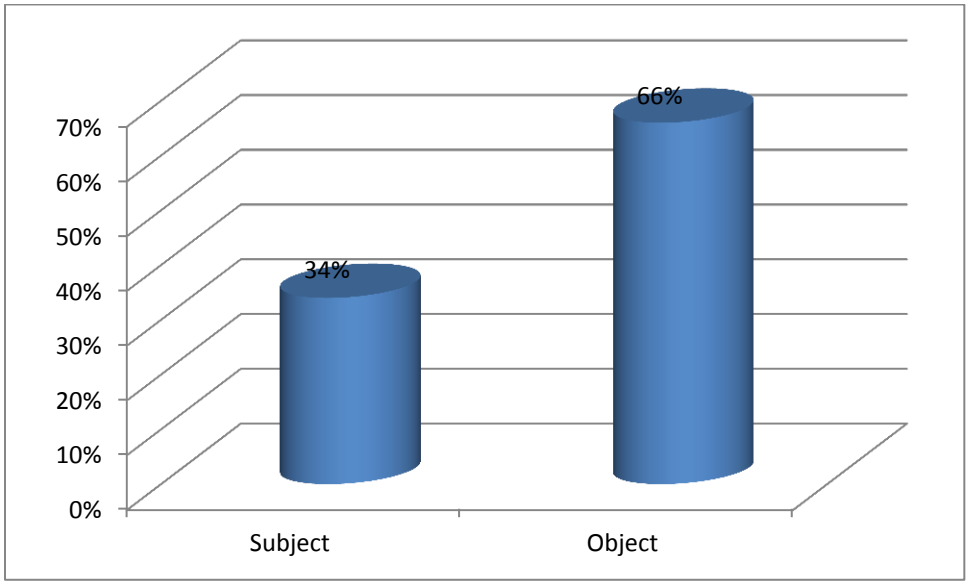

Table (10) and figure (10) desplay that the answer of most of the participants are (Object pronoun) which is true by (17) and with (34%) while the rest number is (

Subject pronoun) by (33) and with (66%).It means that the majority of students have problem in subject pronoun.

Statement (5) We will stay at a hotel which is not far from the beach.

Table 4.11 Subject Pronoun (3)

answer	Frequency	Percentage
Subject	24	48%
Object	26	52%
Total	50	100%

Figure 4.11 Subject Pronoun (3)

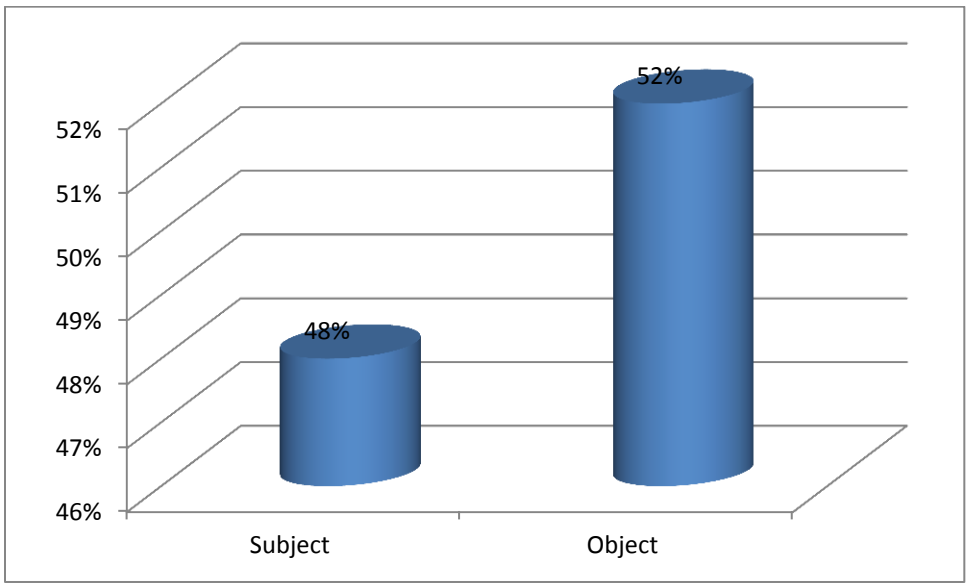

Table (11) and figure (11) show that the answer of most of the participants are (Object pronoun) which is true by (24) and with (%48) while the rest number is (Subject pronoun) which is false by (26) and with (52%). It means that there is a problem within subject pronoun concerning this statement.

Statement (6) we will stay at a hotel which my friend has recommended.

Table 4.12 Object Pronoun (3)

answer	Frequency	Percentage
Subject	25	50%
Object	25	50%
Total	50	100%

Figure 4.12 Object Pronoun (3)

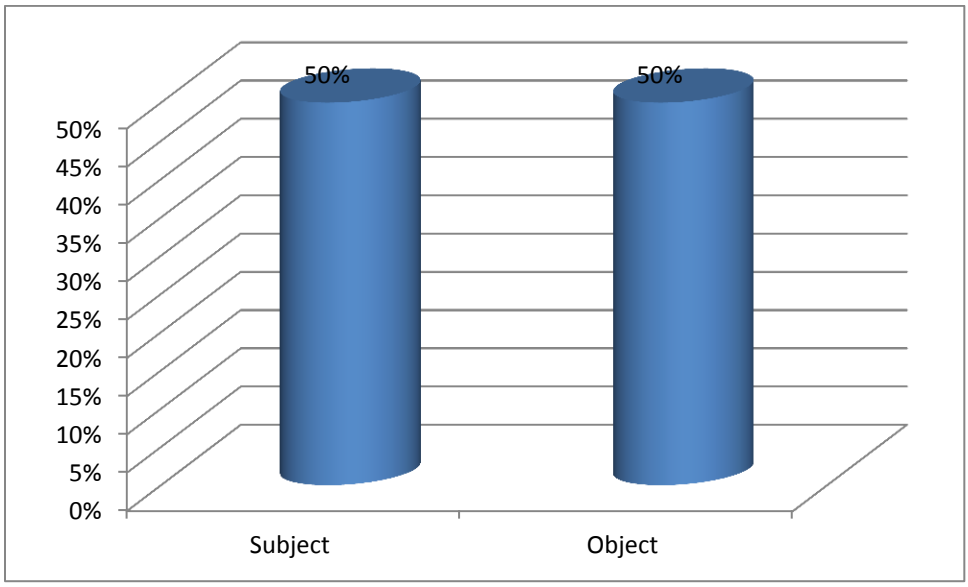

Table (12) and figure (12) show that the equal answer of the participants are (Subject pronoun) which is true and (Object pronoun) which is false by (20) and with (50%). Here afew students answer correclty, It means that there is a problem within object pronoun.

4.2.3 Result of Question (3):

Decide whether to use a comma or not:

Statement (1) The bobcat…which is a natural enemy to rodent is a patient hunter.

Table 4.13 Using Commas (1)

answer	Frequency	Percentage
Commas	26	52%
No commas	24	48%
Total	50	100%

Figure 4.13 Using Commas (1)

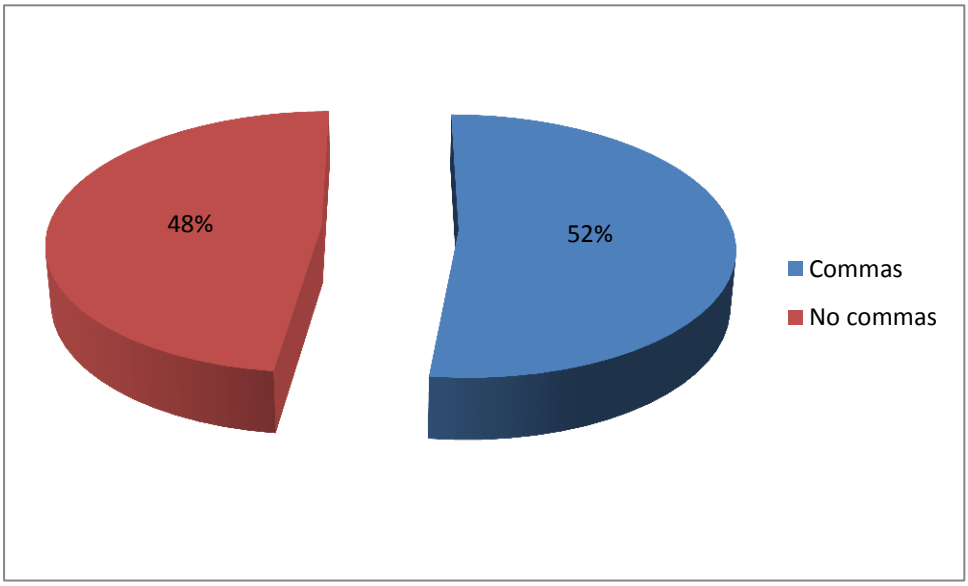

Table (13) and figure (13) show that the answer of most of the participants are (Commas) which is true by (26) and with (52%) while the rest number is (No Commas) by (24) and with (48%). This means that the majority of students are able to use commas correctly, whereas 24 still have a problem in using commas.

Statement (2) The bobcat …… that ate our rabbits is troublesome.

Table 4.14 No Commas (1)

answer	Frequency	Percentage
Commas	19	38%
No	31	62%
Total	50	100%

Figure 4.14 No Commas (1)

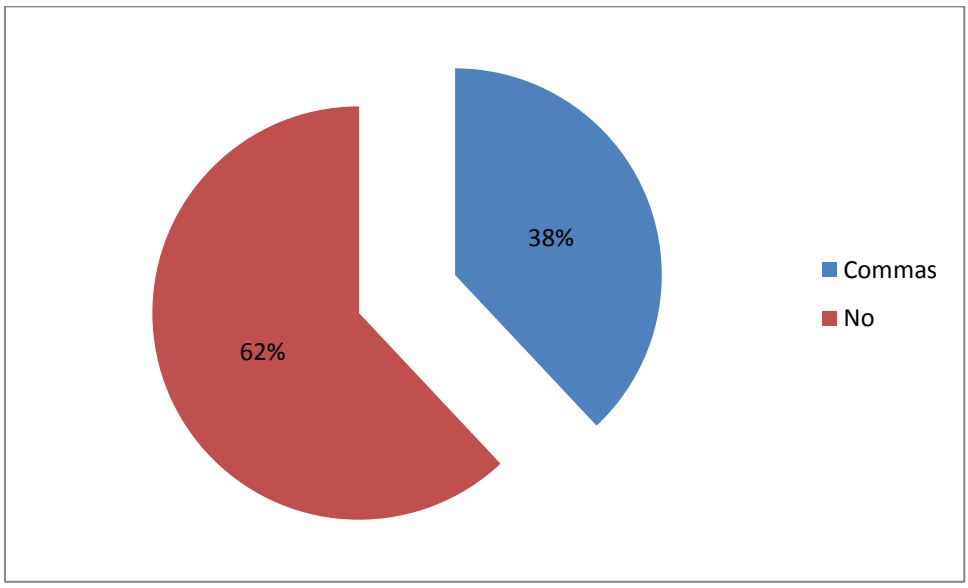

Table (14) and figure (14) indicate that the answer of most of the participants are (NO Commas) which is true by (31) and with (62%) while the rest number is (Commas) which is false by (19) and with (38%).This means that the majority of students haven't used commas which is true while few numbers made mistake in using commas.

Statement (3) Birds ….. which have feathered wings stretch them out to keep cool.

Table 4.15 Using Commas (2)

answer	Frequency	Percentage
Commas	26	52%
No	24	48%
Total	50	100%

Figure 4.15 Using Commas (2)

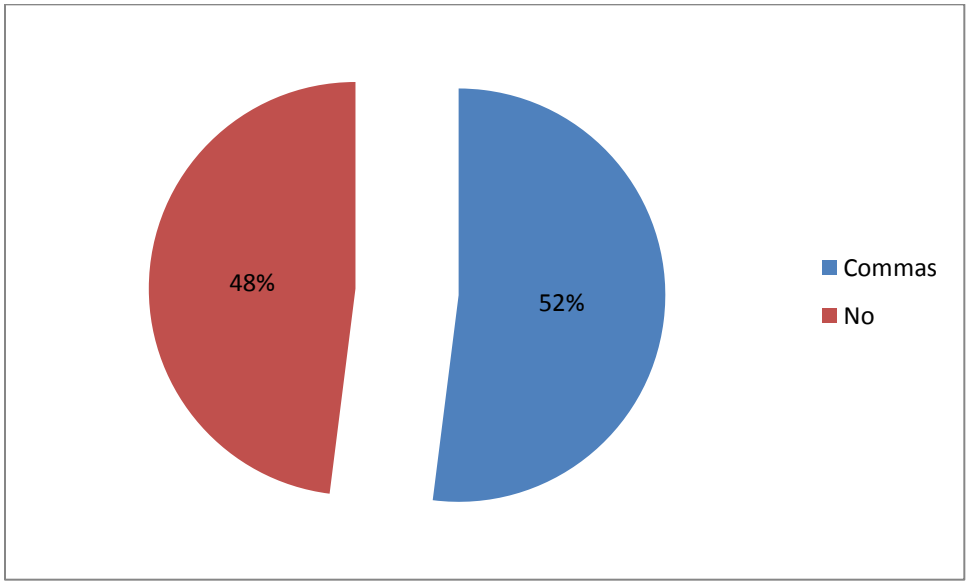

Table (15) and figure (15) show that the answer of most of the participants are (Commas) which is true by (26) and with (52%) while the rest number is (No Commas) alse which is by (24) and with (48%). Here is a problem in commas because large number of students are not able to answer correctly.

Statement (4) Birds….. that have weak wings cannot fly.

Table 4.16 No Commas (2)

answer	Frequency	Percentage
Commas	19	38%
No	31	62%
Total	50	100%

Figure 4.16 No Commas (2)

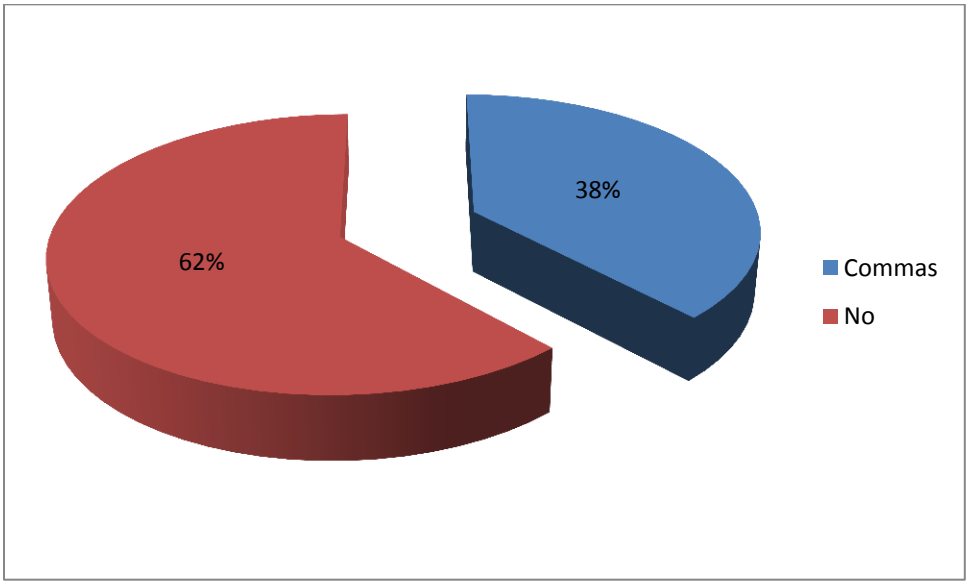

Table (16) and figure (16) desplay that the answer of most of the participants are (Commas) which is true by (31) and with (62%) while the rest number is (No Commas) which is false by (19) and with (38%). Here is no big problem withing commas concerning this statement because the majority of students answer correctly.

Statement (5) Dogs…which have their owners are loyal companions.

Table 4.17 Using Commas (3)

answer	Frequency	Percentage
Commas	24	48%
No	26	52%
Total	50	100%

Figure 4.17 Using Commas (3)

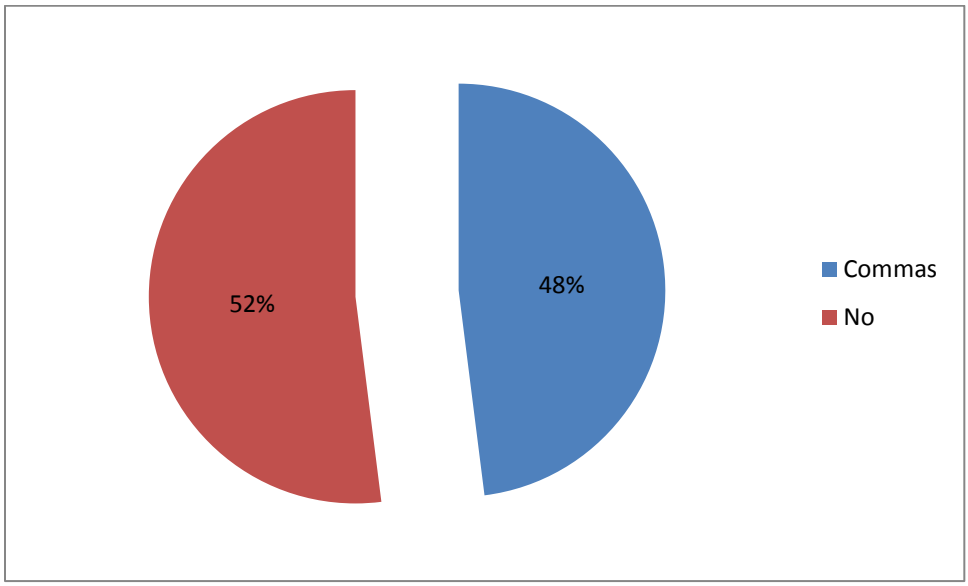

Table (17) and figure (17) show that the answer of most of the participants are (No Commas) which is true by (26) and with (52%) while the rest number is (Commas) which is false by (24) and with (48%). Here is a problem within commas because large number of students are not able to answer correctly.

Statement (6) Dogs that are abandoned can be adopted from animals shelter.

Table 4.18 No Commas (3)

answer	Frequency	Percentage
Commas	20	40%
No	30	60%
Total	50	100%

Figure 4.18 No Commas (3)

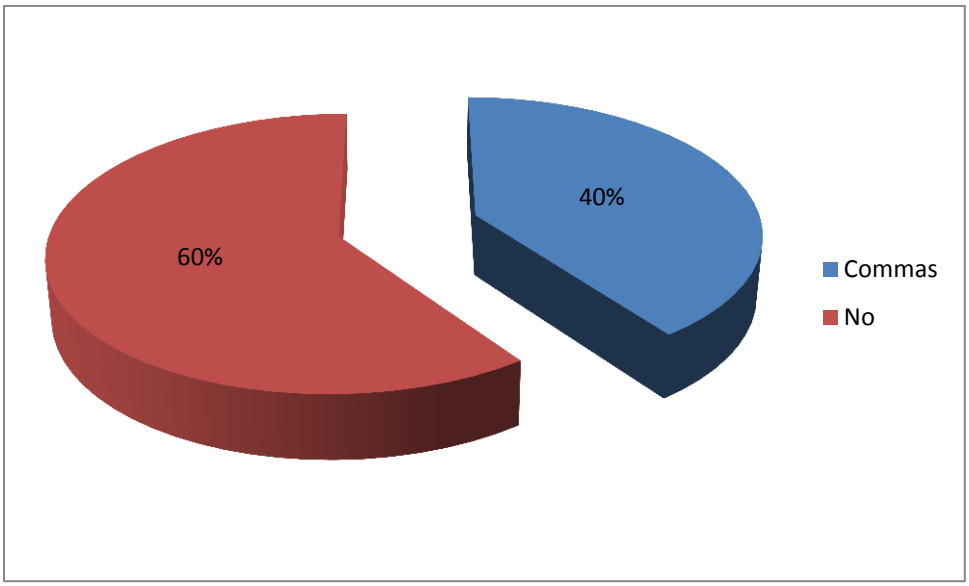

Table (18) and figure (18) indicate that the answer of most of the participants are (No Commas) which is true by (30) and with (60%) while the rest number is (Commas) which is false by (20) and with (40%). Here the majority of students answer correcty, it means that there is no big problem in no commas concering this statement.

4.2.4 Results of Question (4):

Delete a relative pronoun and make any necessary modification:

Statement (1) A man who was claiming to be president of committee.

Table 4.19 Reducing Relative Clause Using Present Participle (1)

answer	Frequency	Percentage
True	7	14%
False	43	86%
Total	50	100%

Figure 4.19 Reducing Relative Clause Using Present Participle (1)

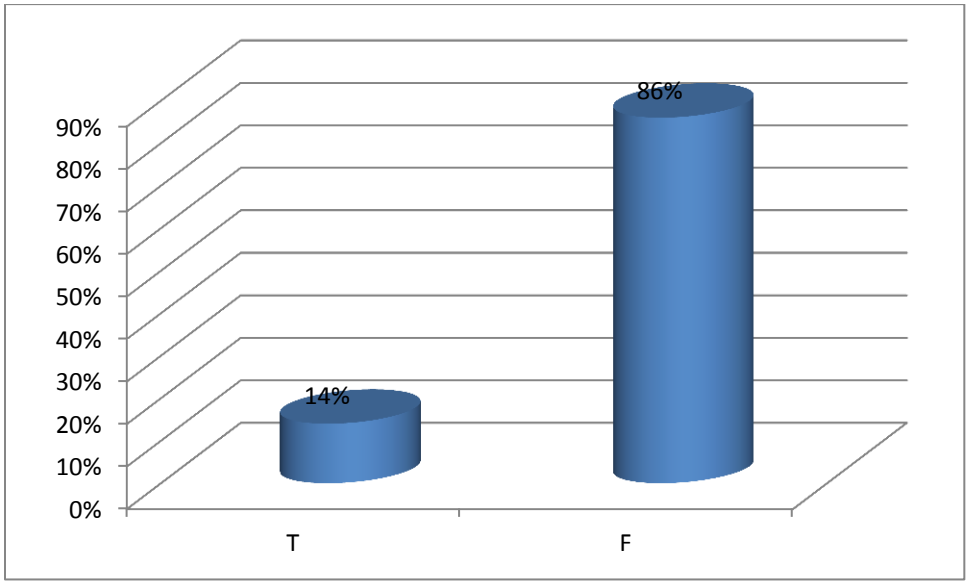

Table (19) and figure (19) show that the answer of most of the participants are (false) by (43) and with (86%) while the rest number is (True) by (7) and with (14%). This means that the majority of students have a problem in reducing relative clause in terms of present participle.

Statement (2) Do you know the woman who is talking on the T.V?

Table 4.20 Reducing Relative Clause Using Present Participle (2)

answer	Frequency	Percentage
True	11	22%
False	39	78%
Total	50	100%

Figure 4.20 Reducing relative Clause Using Present Participle (2)

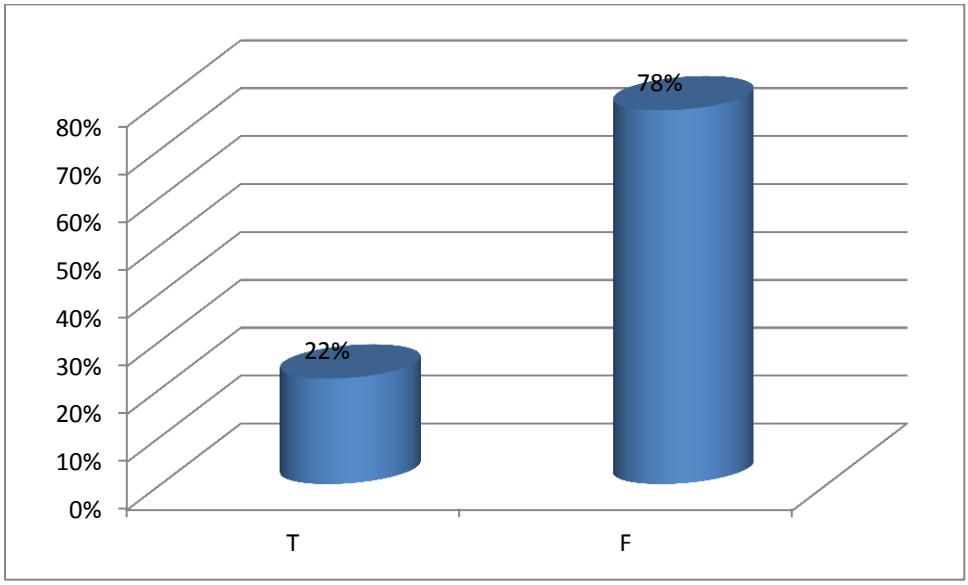

Table (20) and figure (20) desplay that the answer of most of the participants are (false) by (39) and with (78%) while the rest number is (True) by (11) and with (22%). The majority of students are not able to reduce relative clause, it means that they have a problem in reducing relative clauses within present particible.

Statement (3) The car which was used in the bank robbery has been founded by the police.

Table 4.21 Reducing Relative Clause Using Passive (1)

answer	Frequency	Percentage
True	7	14%
False	43	86%
Total	50	100%

Figure 4.21 Reducing Relative Clause Using Passive (1)

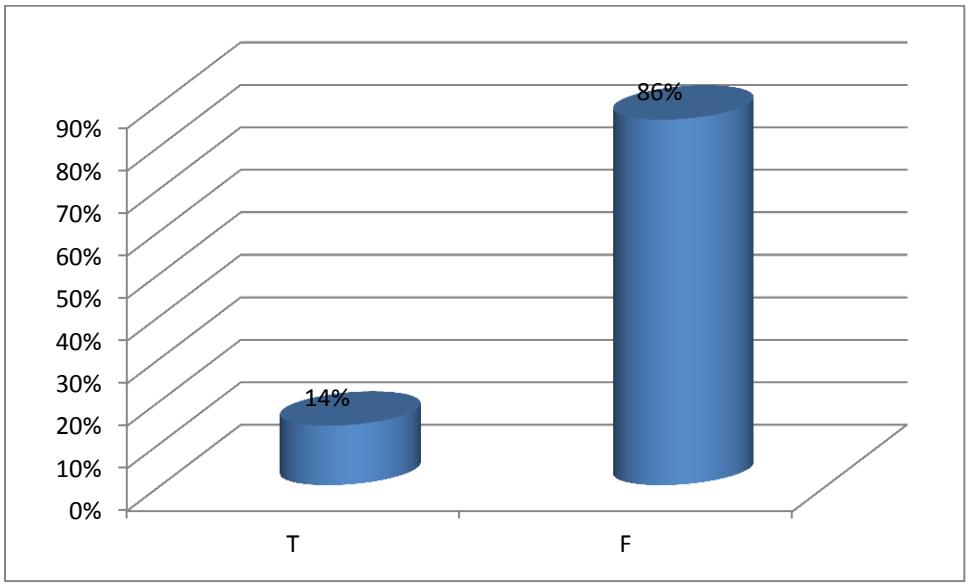

Table (21) and figure (21) show that the answer of most of the participants are (false) by (43) and with (86%) while the rest number is (True) by (7) and with (14%). This means that the majority of students have a problem in reducing relative clause in term of passive.

Statement (4) The method that has been used in the project was excellent.

Table 4.22 Redusing Relative ClausesUsing Passive (2)

answer	Frequency	Percentage
True	9	18%
False	41	82%
Total	50	100%

Figure 4.22 Reducimg Relative Clauses Using Passive (2)

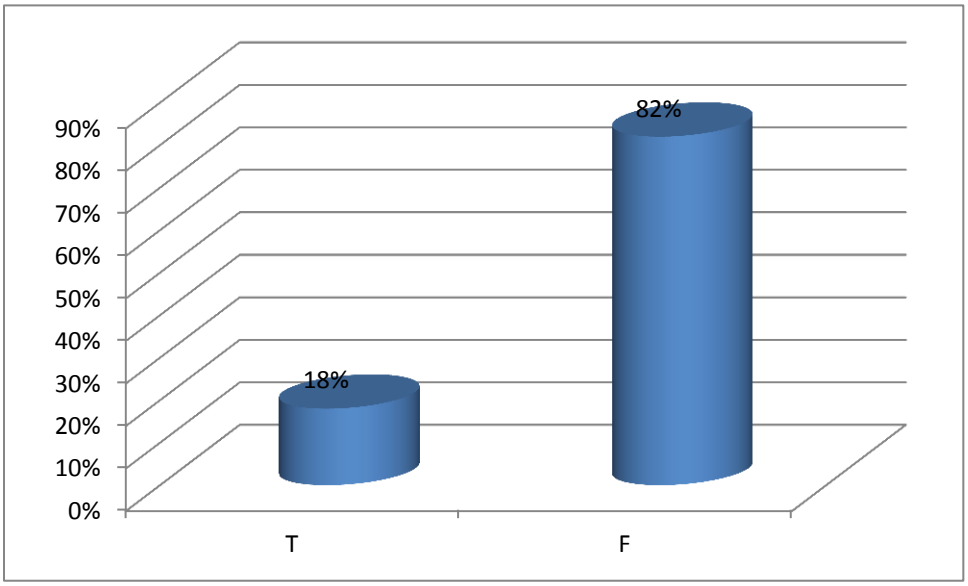

Table (22) and figure (22) desplay that the answer of most of the participants are (false) by (41) and with (82%) while the rest number is (True) by (9) and with (18%). Here most of students are not aware of reducing relative clauses concering this statement.

Statement (5) Students who are punished are generally boys.

Table 4.23 Reducing Relative ClausesUsing Passive (3)

answer	Frequency	Percentage
True	10	20%
False	40	80%
Total	50	100%

Figure 4.23 Reducing Relative Clauses Using Passive (3)

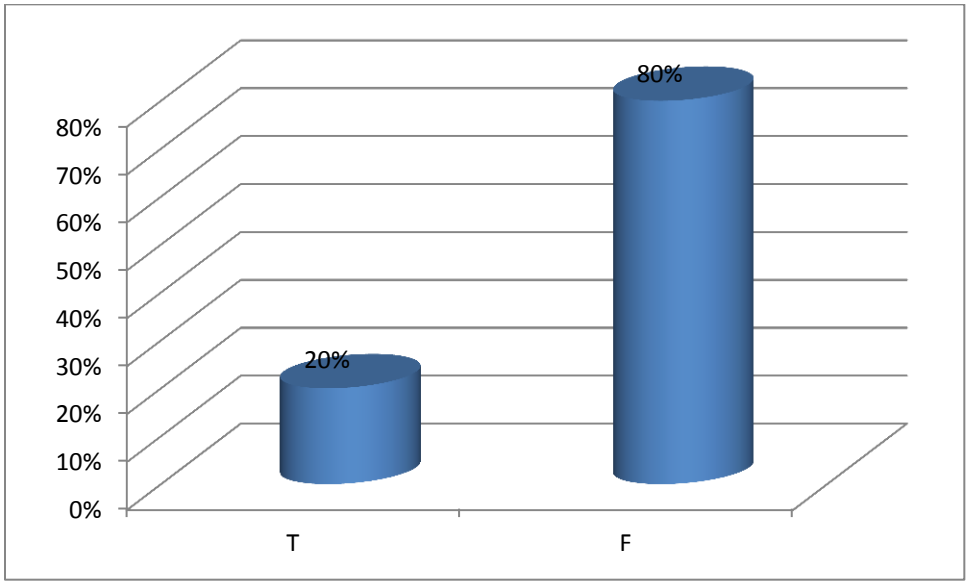

Table (23) and figure (23) show that the answer of most of the participants are (false) by (40) and with (80%) while the rest number is (True) by (10) and with (20%). Here most of students are not aware of reducing relative clauses in passive, it means that there is a problem in reducing relative clauses.

Statement (6) The boy who was attacked by a dog was taken to hospital. (The boy attacked by a dog was taken to hospital)

Table 4.24 Reducing Relative ClausesUsing Passive (4)

answer	Frequency	Percentage
True	10	20%
False	40	80%
Total	50	100%

Figure 4.24 Reducing Relative ClausesUsing Passive (4)

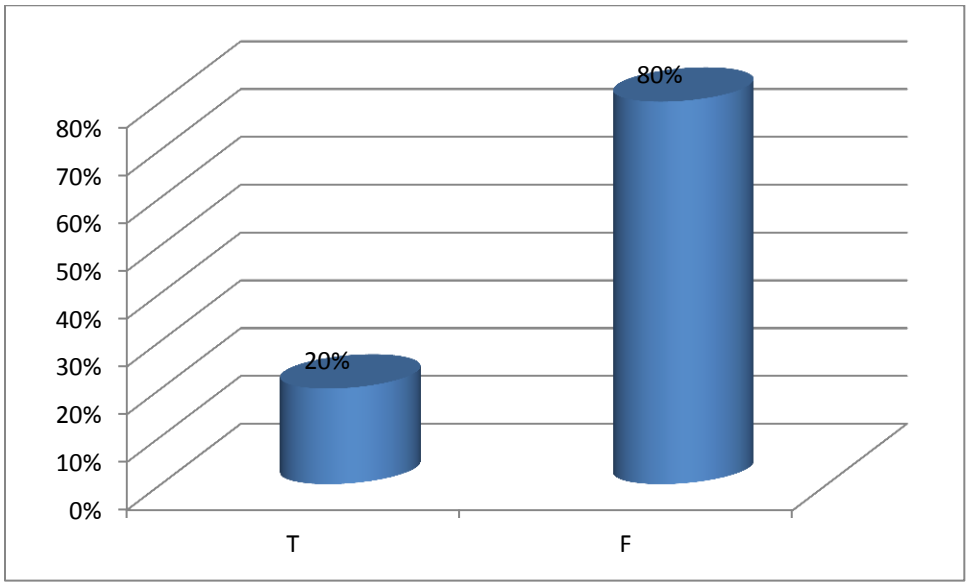

Table (24) and figure (24) show that the answer of most of the participants are (false) by (40) and with (80%) while the rest number is (True) by (10) and with (20%). It means that there is a problem because the majority of students are not able to reduce relative clause in present participle.

4.3 Testing Hypotheses

This study consists of four hypotheses; below each one is tested in order to assert or reject:-

1. English language students do not know the real utilization of relative pronouns within the proper location.

Regarding this hypothesis, some students have a problem in using some relative pronouns specially in 'whose' and 'which'. The result has asserted the hypothesis somehow.

2. Many students do not know the functions of relative clauses.

Concerning this hypothesis, the majority of students do not know the functions of the relative clauses; they face real problems. The result asserts the hypothesis.

3. Students misuse commas in relative clauses.

Regarding this hypothesis, the majority of students are not awre of the usage of commas within the relative clauses. The result assersts the hypothesis.

4. Students find difficulty in reducing relative clauses.

Concerning this hypothesis, the majority of students face problems in redducing relative clauses; they don't know how to reduce. The result assures the hypothesis.

CHAPTER FIVE
CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

5.1 Introduction

This is the last chapter of the study. It provides conclusions, recommendations based on findings of the study and suggestions for further studies.

5.2 Conclusions

This study investigates the problems that encounter students in using relative clauses. There are four hypotheses concerning this study. First, English language students do not know the real utilization of relative pronouns within the proper location. Second, many students do not know the functions of relative clauses. Third, students misuse commas in relative clauses. And the last one, students find difficulty in reducing relative clauses.

In order to verify the above hypotheses; the researcher used one tool, a test for students. The sample consisted of fifty students from SUST.

Here are the major findings of the study that fulfill its objectives:

1. Students have problems in using pronouns, particularly whose.
2. Students do not know how to use commas within relative clauses correctly.
3. Students are not aware of reducing relative clauses.

5.3 Recommendations

According to the findings discussed above, there are some recommendations are incorporated in the conclusion of this study:

1. Students should extend their knowledge in grammar field.
2. English language students shouldn't just restrict their study on academic curricula; they should read books which contain relative clauses.
3. Students should practice relative pronouns in sentences more and more in order to be aware of their usage.
4. Relative clauses must be taught at early stage in details.

4.4 Suggestion For Further Studies

On basis of the findings the researcher suggests some further studies in the future:

1. Further studies can be conducted on the same topic with secondary school.
2. About types of relative clauses and their functions.
3. To be on relative pronouns and their usage within relative clauses.
4. Reducing Relative Clauses.

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APPENDIX

Sudan University of Science & Technology

College of Languages

English Department

Test on relative clauses

Question [1]:

Fill in the gaps with the correct relative pronoun or relative adjective:

1. A castle is a place ……a king or queen lives.
2. An actress is a woman……..plays in films or theatre plays.
3. This is the girl ……mother is from Canada.
4. This is time of the year …….many people suffer from high fever.
5. The flowers ……grow in the garden are beautiful.
6. She is the girl …….I punished in the class.

Question [2]:

Decide whether the relative pronoun is a subject pronoun or an object pronoun:

1. Do you know the girl who I danced with?

   a. subject pronoun b. object pronoun

2. Do you know the girl who danced with me?

   a. subject pronoun b. object

3. The apples that are lying on the table are bad.

   a. subject b. object pronoun

4. The apples that we bought in the shop are bad.

   a. subject b. object pronoun

5. We will stay at a hotel which is not far from the beach.

   a. subject b. object pronoun

6. We will stay at a hotel which my friend has recommended.

   a. subject b. object pronoun

Question [3]:

Decide whether to use a comma or not:

1. The bobcat ..which is a natural enemy to rodents is a patient hunter.

   a. commas b. No commas

2. The bobcat..that ate our rabbits is troublesome.

   a. commas b. No commas

3. Birds ..which have feathered wings stretch them out to keep cool.

   a. commas b. No commas

4. Birds ..that have weak wings cannot fly.

   a. commas b. No commas

5. Dogs ..which have their owners are loyal companions.

   a. commas b. No commas

6. Dogs.. that are abandoned can be adopted from animals' shelter.

   a. commas b. No commas

Question [4]:

Delete a relative pronoun and make any necessary modification:

1. A man who was claiming to be president of committee.

   ……

2. Do you know the woman who is talking on the T.V?

   ……

3. The car which was used in the bank robbery has been founded by the police.

   ……

4. The method that has been used in the project was excellent.

   ……

5. Students who are punished are generally boys.

   ……

6. The boy who was attacked by a dog was taken to hospital.

   ……